

the forum

Vo. 11 No. 8

Greenfield Community College

March, 1972



This illegally parked car poses a real safety hazard for those having classes at the West Building. —Forumfoto.



At 10 A.M. the West Building parking lot is full. —Forumfoto.



At 10 A.M. the Central Auto Body parking lot is practically empty. Students may park in this town owned facility without charge. —Forumfoto.

Engineers Offer Solutions To Campus Parking Problem

There are some fairly simple solutions to the parking problem at the College, according to CivTech students enrolled in ENG 123 — Report Writing. Given the assignment to write a paper offering solutions for the

College parking problem, the consensus among the students was that more extensive use of the Central Auto Body lot on Arch St., walking from building to building, and paving and mark-

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Figures Show Dean's List Increase

By SHARMAN PROUTY
Statistics released this week by the office of student personnel services indicate that enrollment figures for the fall semester were up over last year and that on the whole students did better academically during the fall semester than they did a year ago. School opened in September with a total of 1,263 students. During the semester 98 withdrew, leaving a total of 1,165 students who completed the semester. Enrollment for the fall of 1970 indicates that school opened with 1,117 students, 73 withdrew, and 1,044 completed the semester.

Dean's list students for 1971 numbered 250, or 19.8%, which is up 3% from the fall of 1970. In the Fall of 1971 there were 543 students in good standing, up 130 from the previous year, and 112 students were on probation. This was a decrease from 13.2% the previous year to 8.9% this year.

More students were suspended for academic reasons this year, however. Only 30 were suspended in the Fall of 1970, but 52 were suspended this year. There were also fewer incomplete grades. The 1970 average was 20.5% or one-fifth of the student body, while this year it was only 12.7%.

Opening enrollment statistics for the spring 1971-1972 semester show that there are 1,213 students currently enrolled. There are 978 full-time students and 235 part-time students.

One Act Plays Tonight At 8

An experimental production of three one act plays will take place Friday March 10, at 8 p.m. in the Downtown Campus theatre. Productions of this type could develop into a monthly affair, depending upon the support received for the initial program. The elapsed time for the plays will be approximately one hour.

The three short plays being presented are "Camera Obscura", "Wandering", and "Talk To Me Like The Rain". The basic theme for the three plays is the problem of communication breakdown and how this breakdown affects the lives of the individual characters.

"Camera Obscura" deals with two persons who communicate with each other using the added affect of a five minute time delay.

"Wandering" has an anti-draft basis in which two characters follow through the life of a third character using all the standard cliches highlighting the absurdity of the situation young men are placed in today.

"Talk To Me Like The Rain" is a play which describes the plight of two people living together in a close but dismal

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VOLUNTEERS NEEDED

Helpers Sought For State Children

At a time when student organizations seem to appear and disappear before serving any useful purpose to the students or society in general, it is exciting to know that a new, vital and definitely worthwhile student organization is in the formative stages at the University of Massachusetts under the title Students Offering Support (SOS). (SOS) Students Offering Support. Support of what?

One law suit that has been receiving much publicity lately is the class action suit being brought against the Commonwealth of Massachusetts by the Friends of Belchertown State School Inc., being represented by 28 parents of residents at the school. The parents are charging the state with negligence and maltreatment, citing 19 points or needs which need immediate attention. Included in these 19 points are: more attendants per resident, better health, and dental care, better sanitation and more privacy, adequate clothing and other basic human needs which are lacking at the present time.

Humane treatment is a right not reserved to those with sufficient mental capabilities. In essence, the Friends of Belchertown, using the court suit as a vehicle, are carrying the torch for the members on the bottom rung of the societal hierarchy; the mentally retarded, who unfortunately cannot defend themselves.

The state will most likely appeal the case up to and including the U.S. Supreme Court, thus prolonging the case indefinitely, and thus placing a financial hardship in the form of legal fees on the suing parents.

SOS hopes to make its presence felt through the collection of funds in support of the Friends of Belchertown and also in support of the residents of state institutions throughout the Commonwealth.

The organization was originally formed at UM with hopes of organizing similar groups at a statewide level, including at Greenfield Community College. The group has been incorporated, benefitting from the support of many community leaders in the Amherst area. Close cooperation between SOS and the community will insure a more complete fund raising campaign utilizing all possible resources.

This philosophy of the group is simply to help children; to help all institutionalized persons receive the constitutional rights which are undeniably theirs.

SOS is a non-political group, although separating politics

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Generation Gap To Be Closed By New Project

In recent years, many tears have been shed and much ink spilled over the generation gap. Across this psycho-socio chasm, adults and young people have talked but not listened, reached but not grasped. The young and the old have looked at each other with a mixture of longing and hostility. Both have an enormous sense of grief.

The war in Vietnam has widened the gap. Long hair and freaky clothes have made it more formidable. The sages have pondered its meaning and the pundits have exploited it. The lowering of the voting age has perhaps caused many to become increasingly paranoid about it.

The pervading sense of alienation, of which the generation gap is but one manifestation, hangs darkly over the land, foreboding storms to come: political fragmentation, greater disparities in wealth, increasing racial conflict, war, revolution. For many young people, the dawn of adulthood reveals a gloomy and depressing day with little in sight to dispell the tragedy of life.

The question moral-minded people ask is: "What can I do about it?" Lacking access to the instruments of power and the personal charisma to lead a social reformation, most are confined by circumstance to doing what they can where they can. This is often a mere brick in the new social edifice which needs building. However, without the brick of the individual's small effort a better life will never be built.

One thing students at Greenfield Community College can do is become involved in Project Link-Age which is being organized and directed by the Division of Community Services.

Mrs. Ethel M. Case — or Risky, as many know her — is a very savvy woman, and underneath her somewhat hard-boiled and crusty exterior lies a deep compassion for people. Over the years she has had an uncanny talent for uncovering problems about which no one was doing anything. Using the resources available to her through the College, she has put into motion many projects which have helped the surrounding communities to become more humane places in which to live. Project Link-Age is another case in point.

Mrs. Case discovered that in Greenfield alone there are 800 persons between the ages of 65 and 100 who are living by themselves: spinsters, widows, widowers. She obtained these figures from Town statistics.

The problem of the elderly has been on the conscience of the nation; with the atomization of the family, the older people who once would have lived with their children and grandchildren now fend for themselves. Greenfield

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THE FORUM

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For the Entire College Community

Lewis O. Turner, President

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Vote Now Or Pay Later

The decision to give 18-year-olds the right to vote threw the over-thirty crowd into a tizzy. In some college towns, registrars of voters and the local machine said they would go to the barricades over the issue. Many an entrenched politician looked under his bed to see if some adolescent Madame Defarge were knitting his stitch of death.

All the hypertension was, however, apparently in vain. The kids have not flocked to register to vote, nor have they stuffed the ballot box with slates of radical candidates. Either the apple has fallen not far from the tree or it is still clinging to the branch of political indifference.

In the March issue of *The Atlantic*, Washington Post correspondent David S. Broder observes that the alternative to making policy in the streets is to make it in the voting booths. His article, "The Party's Over" is worth reading. The title is a pun on the American political situation as the presidential primaries being to roll. His thesis is this:

"American politics is at an impasse; we have been spinning our wheels for a long, long time, and we are going to dig ourselves ever deeper into trouble unless we find a way to develop some political traction and move again. We can get that traction, we can make government responsible and responsive again, only when we begin to use the political parties as they are meant to be used."

According to Broder, political parties are meant to give the voters alternatives; the homogenization of political ideologies has given us simultaneous recession and inflation and the war in Vietnam. Broder calls for candidates who present better choices at election time than "a selection between two sincere-sounding, photogenic graduates of some campaign consultant's academy of political and dramatic arts."

"The only instrument I know of," Broder continues, "that can nominate such candidates, commit them to a program, and give them the leverage and alliances in government that can enable them to keep their promises is the political party."

Broder deplores splitting a ticket. He also deplores the appointment of non-political men to high public office, citing John Foster and Allen Dulles as examples of non-political policy makers who, although not directly responsible to the electorate, had within their power to shape the course of American foreign policy. Henry Kissinger is a more recent example of the foreign policy technician who, although not subject to recall by the electorate, wields enormous power over the nation's destiny.

"It is these men," writes Broder, "with their marvelous self-confidence and their well-developed contempt for politicians and public opinion, who wrote the clever scenarios and the cynical memoranda that make up the history of Vietnam policy under three Administrations contained in the Pentagon Papers. It is they who stand ready to advise a President on how he can dupe the Congress and the public and maneuver the nation into war without disclosing his intentions."

This state of affairs, says Broder, has come about because political parties have failed to meet their responsibilities. "The cure for the ills of democracy," he says, "is truly more democracy; our parties are weak principally because we do not use them. To be strong and responsible, our parties must be representative; and they can be no more representative than our participation allows. Millions more of us need to get into partisan political activity."

The under-thirty crowd may not trust the over-thirty crowd, but the over-thirty crowd has enough confidence,

at least locally, to elect young Jay Healey to serve in the Massachusetts house. He is a young man who has chosen to work within the party system, and whether or not you like his voting record, you cannot gainsay his effort and idealism.

As the primaries begin to separate the men from the boys, and hopefully present issues and options, the time comes for us to exercise our enfranchisement. To put it bluntly: register to vote. Pick a party and vote in the primaries.

David S. Broder concludes his article by saying, "If we do nothing, we guarantee that our nation will be nothing. There is nothing for nothing anymore. Our choice is simple: Either we become partakes in the government, or we forsake the American future."

AWS

NOTICE TO STUDENTS AND STAFF

Improved College Payroll Procedures

All student and staff receiving College payroll checks (green) as distinguished from State payroll checks (light brown and white) will be subject to Federal and State income tax payroll deductions effective the first payroll in April (around April 15).

Accordingly, you will receive with your next check (around March 17) a Withholding Exemption Certificate appropriate to your circumstance:

Form W-4 for annual earnings in excess of \$1700 (single)-\$2300 (married)

OR

Form W-4E for earnings less than the above

Please file this form with the Business Office no later than the following payday. The payroll check incorporates a statement of earnings and deductions for each pay period.

—Feed Back—

To The Editor:

As a student at Greenfield Community College, also as a student with a car, I feel I am entitled to voice a few remarks on that time-consuming, often infuriating subject — parking. It seems to me that parking consumes more time than geology, Shakespeare, or Ancient Roman Band Instruments. I am not talking about the kind of parking at Poet's Seat. I mean getting the wheels within a reasonable walking distance of the classroom.

It doesn't take any foundation-funded survey to tell me that the problem is getting worse and why. More students, more students with cars and gradual shrinkage in the concept of what is a reasonable walking distance.

The student who cannot arrive at the end of the parking maze may never get to the classroom, which might conceivably make a difference in his scholastic attainments. So, parking may be seen as an important part of what has often been called the ongoing educational process. If this could be realized as true, then maybe parking should be made a part of the curriculum with credit hours awarded for successful progress.

Ideally the student who selects parking as a major would graduate with a meaningful background in such areas as:

—Streets most likely and least likely to be ticketed, and exactly when.

—When the school is most and least likely to have Sirum Bros. come with their tow-truck.

—Lodging your car in a Faculty Only parking space without actually misrepresenting your status. A term paper could easily be written on whether the

presence or absence of a beard makes any difference in interpreting one's status. One school of thought holds that the less a person, male or female, looks like a faculty member, the better chance there is that people will assume that, in fact, that is what he is.

—Use of soft, helpless femininity to obtain special

privileges. In depth discussions of just how this may be related to the principles of women's liberation will be conducted in evening sessions for extra credit.

—Planning one's courses so that the classroom will be handy to the available parking space. It seems that many students ill-advisedly select their courses first, then start worrying about where to park. This is obviously unsound logic. What does it matter if a student who might really prefer to be a mental health technician ends up as a business administrator because parking is better around the Main Building (at times). First things must be put first!

—Proper ways to explain the importance of the student to society as a whole if one is about to get a ticket or is in the process of having one's car removed. Scholars would benefit from counseling on how to establish the fact that money shelled out for tickets and towing charges might well be robbing the nation of a badly needed and dedicated recreation leader.

Traditionalists may object that the theory and practice of parking has no place in the classroom or on the intellectual menu. My reply is that anything that requires as much time, thought, ingenuity, research (and re-research) and creativity (I know someone who pretended her leg was sprained in order to use the Handicapped Only space) as parking deserves to be recognized as an integral part of the educational system.

JOANNE SANTOS,
still truckin'

Parking--

(Continued From Page One)

ing the West Building student lot would provide adequate space for current parking needs. The engineers also noted that persons living near the College could walk, cycle, or use public transportation.

For a provocative Letter to the Editor on this controversial issue, see Feedback on Page Two of this current issue of *The Forum*.

Love Songs Enthrall GCC Audience

By LISE JOSLYN

Last Friday evening the Madrigal Singers of Amherst sang an evening's worth of Elizabethan love songs for a small, appreciative audience at the College auditorium.

One suspects that the Virgin Queen herself would have found the program entertaining. Virgin or not, love was apparently much on Elizabeth Tudor's mind, and that interest was reflected in her reign.

The Elizabethan Age is known as the English Renaissance, a flowering of all the arts, poetry, drama, painting and music. The theme of most of this creativity was love. In fact, love was analysed down to a fare-thee-well—courtly love, Ovidian love, pastoral love.

Selections of each type were presented in madrigal form last Friday. Each series of songs was punctuated by poetry reading by Arthur Kinney and selections for the harpsichord by Miriam Whaples. The songs were done without accompaniment which was traditional in the 16th century.

The first part of the program dealt with courtly love (i.e. most often unrequited love), and the music was alternately anguished or despairing, depending upon the degree of unsuccess the situation had afforded the lover-poet.

The song titles convey the idea: "Alas What Hope of Speeding", "Die Now My Heart". The key was invariably minor, the mood was of melancholy.

Part two was in direct contrast: Ovidian Love. The Elizabethans created frankly erotic verse and song and then clothed them in respectability by invoking the memory of earlier, great love-poets, namely the Roman, Ovid.

The lovers in these songs were often mythological, their passion real enough. This series was ended by a bawdy little selection entitled "He that will an Ale-House Keepe". The message was clear enough. Shakespeare was apparently echoing a well known fact when he remarked that strong ale may augment the desire but inhibit the performance.

In this song, the alehouse keeper is advised to keep the upstairs chamber and fire in constant readiness if he expects to build up a sizeable clientele. Timing in matters of love is of the essence!

The third part brought us back from love consummated to love frustrated once more in a second series of courtly love songs. John Donne's most cynical of poems, "Go, and catch a falling star" played a nice counterpoint to the songs. Poet Donne concludes that a woman both "true and fair" is not only an impossible dream but a source of infinite delusion, as well. A lover's search may as well include mandrake roots, falling stars, and every other sort of strange phenomena; he will as soon find them as find a woman constant and beautiful.

Examples of pastoral love conclude the evening — sweet songs of maids and shepherd, hide and seek, kissing and dallying and quite naturally whole herds of straying sheep.

The twelve young singers performed spontaneously and well. Their obvious enjoyment of the songs, the poems, and the harpsichord music added to our evening. The atmosphere throughout was relaxed for performers and audience.



NURSING STUDENT Jane Hannah is on the other end of the needle as she donates a pint of blood to the Red Cross Bloodmobile. Students gave 56 pints last Monday, but according to a Red Cross official, anything under 100 pints is not good. —Forumfoto.

Student Activities For March

The student government finance committee is starting to prepare budgets for all clubs, organizations and activities for next year. Clubs are urged to submit their budget to the Committee in care of the Student Activities Office before the March vacation.

Students who will be returning next year are needed to serve on the student government activities committee. Any member of the student body is eligible to serve on this committee. The committee works with the director of student activities in coordinating cultural, social and recreational programs at the college.

Representatives from the Alvin Ailey Dance Company will be at the college on Saturday, March 25 at 10:30. They will be presenting a lecture-dance demonstration. Place of the program will be announced. The company will be at the University of Massachusetts for the week of March 19 and will be performing there Tuesday

One Act--

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situation and how these people remain distant from each other in their level of thinking.

Stage design, under the technical direction of Brian Marsh, was handled by the students in the Scene Design Course No. 295. Stage manager for the plays is Kim Dabagian with the lighting being under the direction of Laurie Herter.

Actors and directors for the plays are as follows: "Camera Obscura", Ray Goodwin, Job Hicks and Bea Friedman. "Talk To Me Like the Rain", Brian Marsh, Tom Beers and Tricia Crosby.

"Wandering", Tricia Crosby, Pete Loraine, Henry Haskins and Joyce Jacobson.

through Friday at the Bowker Auditorium. The lecture-dance demonstration is being held in cooperation with the fine arts council from the University of Mass.

Students and faculty who are interested in tennis, golf and softball should sign up in the Student Activities Office. Varsity baseball practice is underway every Monday, Tuesday and Wednesday at the junior high school gymnasium from 4 to 6 p.m. All interested candidates should report to practice. Last week members of the intramural hockey program scrimmaged the varsity hockey team of Holyoke Community College at Wiliston Academy in Easthampton. The Barons beat Holyoke 5-4. Over 30 students are in the program which meets every Friday evening at Shattuck Park Rink, at 10 p.m.

At a recent meeting of the activities committee the calendar of events for March was approved. Events to be held this spring are: canoeing, bicycling, and sailing trips; spring weekend: concert, dance and picnic; a road rally will also be held.

Over 80 students and faculty enjoyed dancing and a smorgasbord at the Hatfield Barn on Saturday, March 4. The program was part of the Winter Weekend activities scheduled by the activities committee. Also held on the weekend was the program presented by the Madrigal Singers and a ski day at Berkshire East.

A five-week Red Cross life-saving program will be starting on Monday, April 3. Students who are interested in the program should sign up in the student activities office.

James Dean is featured in the Campus Center film, Giant, to be held on March 15 and 17, at 7 p.m. Admission: 55 cents.

Photo Show March 17th

An exhibit of student photographs will open March 17 from 7:30 to 10 p.m. in the main building auditorium.

Those exhibiting photographs are: Pamela Altieri, Kim Dabagian, Roger Desreuisseau, Laurel Herter, Peter Lorraine, Anne O'Brien, Wendy Shepard, Barbara Smith, John Collins, Denis Knowles, Bob Lampron, Joanne Tenanes, Phillip Toy, Granville Williams, Anne Coache, Karen Strom, Peter Champoux, Mike Lively, William Campbell, Tina Coffin, Dr. Bernard Poller, Dan Brodeur, Archie Nahman, Gary Gawron, Tim Wheeler, Harry Wandeloski, Tom Osley.

Rap Sessions Promise Lively Discussion

The Student-Faculty Rap session will be getting off the ground this term with three scheduled sessions planned for March and April. The Rap session will be meeting at the new student center conference room during the free periods on the scheduled dates. These discussions are informal and are a chance for the entire college community to explore and exchange some ideas outside of the formal classroom setting. It is hoped that the sessions will provide a forum for faculty-student dialogue; however, if the program is going to work, faculty and student participation and attendance is necessary — so please come and join us.

Kicking off this term's schedule will be Ralph Beren with his presentation of Film, Fantasy, and Feeling on March 23. Using the film 'The Parable', Beren will explore the emotional responses to the medium of film. In viewing films, we all look for the meaning, examine the symbolism in the film, criticize the direction, the cinematography, the acting; we usually do not explore our affective responses to the film — the fantasies and the individual feelings that the film causes in each one of us. Beren is interested in exploring these aspects and has conducted workshops in this field; he will be conducting a two-day workshop on this same topic in Philadelphia during March.

The second program will be with Ed Peck, math professor. Speaking on Student Rights and Higher Education on Apr. 20, Ed will be exploring the rights of young people in general, and in specific the rights of young people of college age. Ed comments that many young people are unaware of many of their rights and he would like to discuss what some of these rights are, as well as their implications for young people.

Dave Harvey, physics, and Art Hannan, psychology, will be engaged in an informal talk on April 27 on the general topic of the problems facing our society today and where this society is going. Coming from two disciplines which have often radically different views on life in general, this promises to be a lively exchange. It would, of course, be even livelier if students from all disciplines come and join Dave and Art in their discussion. We tend to always think that the engineers and scientists have nothing in common with the head people, but this may indeed prove to be an opportunity to see where the differences were and what the common points are.

We hope to have at least two more rap sessions during this term, but as yet they are still unscheduled.

SOS--

(Continued From Page One)

from any state agency, especially in this state, is nearly impossible.

The means for achieving their goal of maximum financial and moral support are quite varied. Total canvassing of the college area plus door-to-door campaigning through the community will be undertaken in the near future.

SOS has received much support from the western Massachusetts media; local newspapers and TV stations. Through advance publicity, the group hopes to make itself known throughout the community rendering credibility to the cause and to facilitate funds collecting.

Local organizer for the SOS in Greenfield will be Michael J. Aguda, student editor of this newspaper. Aguda became interested in the plight of the mentally retarded through volunteer work last summer at the Belchertown State School. Aguda feels that by supporting the organization students will be able to transform their oft spoken desire for social change into concrete action.

Organizing a group of this nature is very complex and its success will be dependent upon the early support received, in this case by the students. Advance publicity is a necessity, laying the groundwork for the more time consuming task of soliciting funds and obtaining signatures to be used in exerting influence upon our various state legislators.

Keep your eyes and ears open. Hopefully, in the near future, SOS will be arriving in Greenfield either as a chapter in its own right or as an extension of the UMass group. Your support will be needed.

Link-Age--

(Continued From Page One)

has a Golden Age Club, and Senior Center which hold social events for those over 65; a housing for the elderly project shelters them from the elements. When they can no longer take care of themselves, there are nursing homes in abundance.

But the nursing home holds little lure for the elderly person; the housing for the elderly project can meet only a small number of the needs of those over 65; the activities of the Golden Age Club and the Senior Center soon wear thin.

And so there are a significant number of people living in Greenfield who are alone: lonesome, bored, often exploited, and without proper resources.

Project Link-Age, which is being coordinated by former GCC student Tom King, will hopefully do something about this situation. Student volunteers are being sought to contact senior citizens living alone for several purposes:

(1) To advise them of the services of the Senior Center, such as Meals on Wheels. The dietary habits of senior citizens living alone often degenerate; Meals on Wheels provides them with one hot meal a day.

(2) To advise them of discounts available on prescriptions, bus fares, hairdressing, etc.

(3) To find out if they would like to have a contact person call on them. The contact person would make regular visits and establish a personal one-to-one relationship — to become, in effect, a surrogate relative.

Students interested in becoming a part of Project Link-Age are encouraged to attend an orientation meeting on Tuesday, March 14 in the new west building student center at 11 a.m.

The canvassing of senior citizens living alone will begin on March 15.

Activities for March

Thursday, March 9

Red Baron Coffee House featuring Wilkinson and Strong. FREE REFRESHMENTS.

Friday, March 10

FILM: Joe — Campus Center, 7 P.M. Admission: 55c
3 one-act plays in D204, 8 P.M. FREE ADMISSION.

Saturday, March 11

Performing Arts Program — The Lyric Players in "No Exit." FREE ADMISSION. Main Building Auditorium at 8 P.M.

Sunday, March 12

FILM: Joe — Campus Center, 7 P.M. Admission: 55c

Monday, March 13

APB-TV — Wilbur Mills, Monday through Friday, 9-11 A.M. and 1-4 P.M.

Tuesday, March 14

League of Women Voters — Voting Information Program — Campus Center at 11 A.M.

Wednesday, March 15

FILM: Giant — Campus Center, 7 P.M. Admission: 55c

Friday, March 17

Photography Exhibition Opening — Main Building Auditorium, 7:30 P.M.

FILM: Giant — Campus Center, 7 P.M. Admission: 55c

Saturday, March 18

Dance — Mohawk Riding Club, 8 P.M.

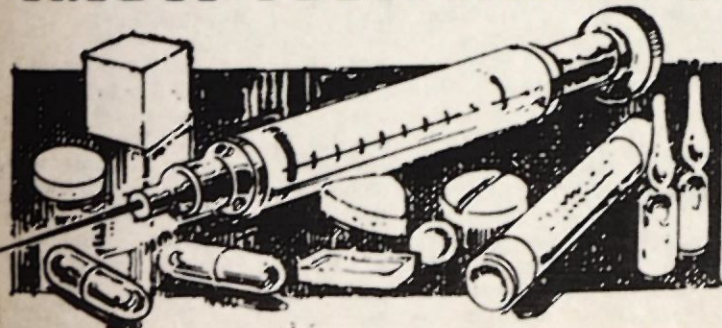
Monday, March 20

APB-TV — BANNED IN THE USA with Dick Gregory.

Saturday, March 25

Lecture-Dance Performance by the Alvin Ailey Dance Company, 10:30. FREE ADMISSION. Place to be announced.

KNOW YOUR ENEMY!



Project '72 — Help For Students

Greenfield Community College has launched a new program, known as Project 72, to help students with financial difficulties or academic troubles — either actual or potential. Project 72 is the college's response to a growing need in higher education.

There was a day when you got into college on the basis of your demonstrated academic ability and past scholastic achievement — or because Dad has money and influence. Higher education was the privilege of the few.

World War II changed all that: the GI Bill and the need to assimilate returning servicemen back into civilian life and train them for civilian occupa-

for the disadvantaged has been increasing.

Last fall the City University of New York admitted a freshman class totalling more than 40,000, of whom 12,000 were admitted with qualifications, meaning that they would need extensive remedial work and perhaps more than four years to complete their undergraduate studies.

With the open door policy of admissions has come the abandonment of the sink or swim attitude toward the students. Responsible higher educators no longer feel that college faculties can say, "Here is the material. Get it if you can!" Admitting a student means going the second mile to provide remedial work and financial assistance if that's what it will take for the student to make the grade.

Project 72, which is Greenfield Community College's response to this need

For help with the content of their courses, participants in Project 72 may have the aid of student tutors. According to Hannan, these student tutors have been recommended by faculty members as being good in a particular subject area. The student tutors are paid for their services and, comments Hannan, serve as "academic midwives".

About 60 students are involved in the intensive phase of Project 72 at Greenfield Community College. "These students," says Hannan, "really need a lot of general academic help, and without it wouldn't survive."

Twenty-five per cent of the students in the intensive phase are new admissions. They have had difficulties during their high school days or at other colleges and universities. "If their academic records show that they are going to have problems, and there is a good

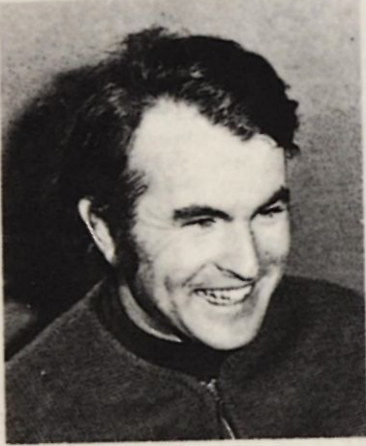
here and are buffaloes. We have a reservoir of student math tutors. We make the arrangements to get a student a tutor, check with the tutor and the student from time to time, and when the student feels he's over the hump the arrangement is discontinued." According to Hannan, the veterans, especially, like the tutoring program because

verbalizing what they are being exposed to; writing it; teaching it to the next guy; explaining it to one of the group leaders; explaining it to me.

"My feeling is that you take the person and you get him learning, and he learns when he is reacting — actively reacting — starting to grapple with stuff.

"An awful lot of these people are highly resistant to that type of learning simply because they haven't had that much exposure to it and they're very passive. They see learning as 'I read that chapter,' which means to them, 'I spoke all those words to myself.'"

One of Hannan's strategies is to prevent the student from being overwhelmed by the academic task. Instead of asking the student to write a paper he is asked to write four or five sentences to go into the paper. "One of the things," says Hannan, "which is common to people who are in academic trouble is that they never succeed in getting a handle on the big task. They say, 'Oh my god, I have to write a paper!' And they're off and running. They fell writing a



Project '72 Director, Art Hannan

tions opened the doors of the nation's colleges to the masses and revolutionized higher education. Before the war, not all the returning GIs would have been considered college material. Institutions such as the University of Chicago, Columbia University and Boston University created experimental schools for the general education of the new masses wanting to go to college.

By the fall of 1971, those involved in higher education had reached 8.3 million students — 6.2 million of whom were enrolled in public institutions such as Greenfield Community College. The 1971 commencement season saw 903,000 bachelor's degrees awarded, 238,000 master's degrees and 34,600 doctorates. Since the beginning of the



Assistant Director Dave Patrick

sixties, the number of bachelor's degrees conferred has doubled and the number of graduate degrees tripled.

Instead of being the privilege of the few, higher education has become the right of all. This switch is reinforced by the open admission policy, long popular in the Midwest, but now becoming a national trend.

Especially as the civil rights movement has grown and been adopted as a matter of political strategy and public policy, the pressure for open admissions



STUDENT TUTOR Donna Oates gives Linda Campbell a hand with an English assignment — Forumfoto.

in higher education, has three main components: an intensive phase for those needing to gain and sharpen general academic and study skills; a selective phase for those needing help in a particular subject area; and financial aid.

According to Project 72 director Arthur Hannan, students are selected for the intensive phase on the basis of "proven inability to cope with the regular college curriculum."

"Many of these people," says Hannan, "are students who have not succeeded but who want to succeed." Because they do not have the basic qualifications for academic success — lack of high school preparation, inappropriate high school program, reading problems — these students take a reduced academic load and use the extra time in small groups to approach their subject matter from a learning point of view rather than from the content required by the course.

Meeting in two 2-hour sessions each week, the student is encouraged to ask himself, "What do I, the learner, have to do to get through this course?" The result is the identification of various deficiencies, such as the inability to write well. Remedial help can then be given by the Project 72 staff.

chance that these people are going to have difficulty with the first semester, they are contacted by us right away upon entering school and agree to this kind of intensive commitment to learning."

The selective phase provides tutorial assistance for those having difficulty in a given subject area. "For instance," says Hannan, "a person who has not taken a science in a long time finds himself in a science course for which he does not have the background. He simply asks for a science tutor and we get him one. Similarly in math.



Secretary Elaine Budrewicz

"There are a lot of people who get into math courses



Student Group Leader Jamie Williams

they are on the same social and psychological level as their student mentors. "They find they learn a great deal in tutoring," says Hannan.

The third component of Project 72 is financial aid. Financial aid money is disbursed through work-study grants, scholarships, and in some cases, direct aid. Most of the financial aid at Greenfield Community College is, however, distributed through work-study programs in which students work on the maintenance crew or at clerical tasks. "Some of our people," says Hannan, "are very good students and without financial aid couldn't continue their education.

Not all academic problems are caused by deficiencies in learning skills. Some are caused by emotional problems. Project 72 has a full-time



Group Leader Ed Peterson

paper should start when you start on word number one and somehow carry through to word a thousand and one in a perfect sequence. They seem to think that those who survive perform that way.

"One of the things I emphasize is that I survive by knowing the limitations, knowing for instance, that a paper just doesn't come in its finished form to me."

Hannan advises students to put aside work that is difficult and do something easier for fifteen minutes or so — such as reading a novel — while studying, for example, statistics.

Many people, he notes, feel that learning is a kind of continuous upward and onward progress. In reality, however, learning usually involves a number of false starts. Students participating in Project 72 are encouraged to look realistically at the learning process.

Last spring Greenfield Community College ran a pilot project for Project 72. In an objective evaluation using the grade point averages of students, the intervention of this type of program was proven to be beneficial to the student.

Hannan is assisted by David Patrick who taught English and was a human relations coordinator for a New York school district before coming to Greenfield Community College; Patricia Kornblatt, coordinator of student services; Robert Winston, counselor; Frank See and Ed Peterson, group leaders.



Coordinator Trish Kornblatt

counselor to help students over the "emotional hump." In addition to the Project 72 staff, the college employs two full-time personal counselors who are available to students throughout the college day. "The whole area of emotional problems in its relation to intellectual and academic problems is wide open," Hannan notes.

The success of Project 72, Hannan feels, is directly related to the amount of time participating students spend in small groups, and within these groups "giving a certain amount of attention to see to it that the students spend a good deal of time in what I call the output phase of learning —